

## Module 1: Valuing Each Child and Family

### Overview

This module is designed to build a foundation of respect and presence for children and families, including culture, diversity and ability.

### Student outcomes

Student Outcome	Washington State Core Competency	Corresponding WAC	
		Centers	FHCC
<b>Outcome A</b> The student will discuss attributes of the diversity of families.	<i>Content Area IV: Family &amp; Community Partnerships</i> 1d. Acknowledges the varying structures of children's families. 1e. Accepts differences in children and families.	WAC 170-295-2030 WAC 170-295-6010	WAC 170-296A-6775
<b>Outcome B</b> The student will describe strategies for interacting collaboratively with all children and adults.	<i>Content Area IV: Family &amp; Community Partnerships</i> 1d. Acknowledges the varying structures of children's families. 1e. Accepts differences in children and families.	WAC 170-295-6010 WAC 170-295-0070 WAC 170-295-2080	WAC 170-296A-6775 WAC 170-296A-2375
<b>Outcome C</b> The student will evaluate techniques for communicating with families about their children's development.	<i>Content Area IV: Family &amp; Community Partnerships</i> 1b. Respects the family's role as primary educator. 1c. Establishes positive communication and relationships with families. 1f. Follows rules of confidentiality.	WAC 170-295-2030 WAC 170-295-2080	WAC 170-296A-2375



### Required Reading

- Instructor: please print out NAEYC's position statement of diversity:  
<http://www.naeyc.org/files/naeyc/file/positions/diversity.pdf>.
- Child Care Center Licensing Guidebook (2<sup>nd</sup> ed., DEL 2006)
 

**Outcome A:** Section 7, page 215 ("What are the regulations regarding discrimination?") and Section 3, pages 69-70 ("Honoring all children's race, religion, culture, gender, physical ability and family structure")

**Outcome B:** Section 3, pp. 53-68 ("How should staff interact with children?") and Section 7, page 215 ("What are the regulations regarding discrimination?")

**Outcome C:** Section 3, pp. 101-103 ("Communication with Parents").  
<http://www.del.wa.gov/publications/licensing/docs/ChildCareCenterLicensingGuide.pdf>.

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3. Washington State Family Home Child Care Licensing Guide (2<sup>nd</sup> ed., DEL, 2013) Section 2, pp. 5-7 “The Importance of Caring and Responsive Relationships,” and Section 3 pp. 3-5 “The Power of Interactions and Relationships” and pp.13-16 “Program Practices.”



### Recommended resources for instructors

1. Great resource for child care providers on family engagement:  
[http://www.barnardos.ie/assets/files/publications/free/parental\\_involvement.pdf](http://www.barnardos.ie/assets/files/publications/free/parental_involvement.pdf)
2. *Anti-bias Education for Young Children and Ourselves* by Louise Derman Sparks.
3. NAEYC Anti-Discrimination Statement found at  
[www.naeyc.org/positionstatements/anti-discrimination-position-statement](http://www.naeyc.org/positionstatements/anti-discrimination-position-statement).
4. Resource list and books on diversity: [www.del.wa.gov/kids/readingcorner.aspx](http://www.del.wa.gov/kids/readingcorner.aspx)
5. Recommended resource if available at your college or agency: “Supporting Cultural and Linguistic Diversity in Early Intervention and Early Childhood Special Education: A Cross-Cultural Competence Video Library.” Link to products:  
<http://products.brookespublishing.com/Cultural-Diversity-C1021.aspx>



### Videos supporting this Module

1. “Inclusion in Education”: <http://www.youtube.com/watch?v=GfUqd1fTtgM>.
2. "Supporting Cultural and Linguistic Diversity in Early Intervention and Early Childhood Special Education: A Cross-Cultural Competence Video Library":  
<http://www.youtube.com/watch?v=XWg-ZrV3wPk>

## Outcome A

*The student will discuss attributes of the diversity of families.*



### Discussion Questions

1. What are the attributes of culture? (See **Handout 1**)
2. How do the components of human diversity influence children’s well-being, behavior, attitudes and growth? (see **Handout 2**)
3. How can you make sure *all* families receive encouragement in supporting the development of their children?



### Presentation

#### Culture and Diversity

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### **Distribute Handout 1, “What is Culture?”**

Cultural diversity is the norm in America; we all must learn to function in a diverse society. Culture influences our values, expectations of behavior, social customs, and basically how we live our lives. Culture is an integrated pattern of knowledge, beliefs and behavior that weave a group of people together. These patterns and beliefs guide children in how to behave and interact within their family and community.

It is very likely that you will care for children whose backgrounds and lives are different from your own. The U.S. Census from 2010 shows that 45% of the school population is now made up of racially and culturally diverse groups. It is expected that by 2035, children of color will be in the majority, and that by 2050 children of color will represent 62% of the early learning and school-aged population.

Children need to develop a positive self-identity in order to thrive. Children start developing a sense of who they are at birth. Relationships with family members, other adults and children, and friends and members of their community all play a key role in building their identities. Children as young as 3-6 months begin to notice the visual aspects of racial difference. It is critical that you demonstrate acceptance of differences beginning with the very youngest.

Identity is shaped by many factors including a child's:

- Gender
- Race
- Cultural and family background
- Language
- Religion
- Abilities
- Life experiences

Use **Handout 2, “Components of Human Diversity,”** to facilitate a discussion on diversity. Note the ways each of us is unique. Consider how we get to know children in our programs and how we celebrate the ways they are unique. Suggest techniques on how to build a sense of community that honors the diversity represented in our classrooms and in the larger world.

You can also help children develop respect and appreciation for people whose ideas and experiences are different from their own. This module will introduce you to the importance of embracing differences by exploring your own attitudes, and reflecting on your influence on children.

### **Family Structures**

Take a look at all the different types of families. You will find differences in family size, income and resources, as well as level of involvement. For our purposes, the family is defined as the person or persons who have primary responsibility for the care, nurturing

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and upbringing of the child. Family also largely determines the way culture, heritage and traditions are transmitted across the generations.

No longer is family restricted to a mother, father and 2.5 children. Today's families come in many forms including adoptive, blended, step- and foster families, and families with two fathers or two mothers, grandparent-headed families, and multigenerational and extended families.

It is important to be open-minded when working with children and their families, and to accept each family's uniqueness. Recognize that in many cultures parents, grandparents and other relatives are all involved in making decisions about children's welfare. The word "parent" includes anyone who fills or acts in that role, and could be replaced by the word "family" to be more inclusive.

To care for and educate a child well, families need to be central to our programs. Families are the first teachers. For children to succeed in school, families need to feel welcomed, respected, and supported. Their voices need to be heard. Blaming families for a child's difficulty or "finger pointing" doesn't work. As professionals, we need to acknowledge the specific challenges faced by any particular family within the complex web of society. You may have opportunities to help build partnerships with families in order to create a strong program, supportive of all children.



### Interactive Learning Activities

#### Option 1: Family drawings

##### Materials Needed

- Large sheets of paper
- Colored markers

Distribute large sheets of paper and colored markers for each participant. Divide the class into groups of three. Ask students to draw a picture of their family. Have them list the following on their picture:

- Education levels
- Religions
- Language spoken
- General income level
- Interests / Skills / Hobbies

Ask each participant to introduce his/her family to their small group.

Then have the students imagine a situation in which a child recently immigrated to the U.S. with his/her family or with just part of her family. Draw a picture of your imaginary child's family, including the same demographics as above. Brainstorm ways you as

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professionals could celebrate the unique characteristics of your imaginary child and his/her family.

As a class discuss and record significant points. Share your discoveries about the diversity of family structures. Brainstorm ideas for welcoming all families and enriching programs through intentional inclusive practices.

### Option 2: Children's books

#### Resources Needed

Select one or two of the following children's books to read aloud to the group:

- **A Chair for My Mother**, by Vera B. Williams. 1982. New York: Greenwillow Books. When the home Rosa shares with her mother and grandmother is destroyed by fire, the family saves up their spare change to buy a new chair.
- **A Day with Dad**, by Bo R. Holmberg. Illus. by Eva Eriksson. 2008. Cambridge, MA: Candlewick Press. Tim's father lives in a different town, but when he comes to visit Tim on the train, father and son spend a special day together.
- **And Tango Makes Three**, by Justin Richardson and Peter Parnell. Illus. by Henry Cole. 2005. New York: Simon & Schuster. Silo and Roy, two male chinstrap penguins, fall in love and raise baby Tango together.
- **Annie Rose Is My Little Sister**, by Shirley Hughes. 2003. Cambridge, MA: Candlewick Press. Big brother Alfie lovingly discusses the different things he and his younger sister do together.
- **Black Is Brown Is Tan**, by Arnold Adoff. Illus. by Emily Arnold McCully. 2002. New York: Harper Collins. New illustrations accompany the original 1973 text, which explores and celebrates multiracial families.
- **Dear Juno**, by Soyung Pak. Illus. by Susan Kathleen Hartung. 1999. New York: Penguin. Juno figures out a creative way to communicate with his Korean grandmother who lives far away in Seoul.
- **Daddy Makes the Best Spaghetti**, by Anna Grossnickle Hines. 1999. New York: Clarion. Corey's dad makes the evening routine fun by cooking great spaghetti, dressing up as Batman, and pretending to be a barking dog.
- **Every Year on Your Birthday**, by Rose A. Lewis. Illus. by Jane Dyer. 2007. New York: Brown, Little. A mother shares thoughts and memories from her adopted Chinese daughter's previous birthdays.
- **Everywhere Babies**, by Susan Meyers. Illus. by Marla Frazee. 2001. San Diego: Harcourt. Nursing, rocking, giggling, and growing—this book celebrates babies and all that they do.
- **The Family Book**, by Todd Parr. 2003. New York: Little, Brown. This colorful, lively story celebrates many different types of families, including stepfamilies, families with two moms or two dads, and single-parent families.
- **Fred Stays with Me!** by Nancy Coffelt. Illus. by Tricia Tusa. 2007. New York: Little, Brown. A little girl whose parents are divorced runs into trouble when her dog, Fred, starts misbehaving.
- **Has Anyone Seen My Emily Greene?** by Norma Fox Mazer. Illus. by Christine Davenier. 2007. Cambridge, MA: Candlewick Press. It's time for lunch and the table is set, but Emily Greene is hiding. Will her father find her?

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- **Heather Has Two Mommies**, by Leslea Newman. Illus. by Diana Souza. 2000. Los Angeles: Alyson Wonderland. In this now classic story, Heather, a preschooler with two moms, discovers that many of her friends have very different sorts of families.
- **Jamaica Tag-Along**, by Juanita Havill. Illus. by Anne Sibley O'Brien. 1989. Boston: Houghton Mifflin. Jamaica is hurt when her older brother doesn't want her to tag along with him and his friends. But when she begins playing with a younger child, she learns an important lesson.
- **In Daddy's Arms I Am Tall: African Americans Celebrating Fathers**, by Javaka Steptoe. 1997. New York: Lee and Low Books. This collection of poems honoring African American fathers won the 1998 Coretta Scott King Illustrator Award.
- **Lots of Grandparents**, by Shelley Rotner and Sheila Kelly. 2003. Brookfield, CT: Millbrook. Full of photographs, this simple book celebrates many different kinds of grandparents.
- **Mystery Bottle**, by Kristen Balouch. 2006. New York: Hyperion. A young boy and his Iranian grandfather are brought together by a magic bottle.
- **My Hippie Grandmother**, by Reeve Lindbergh. Illus. by Abby Carter. 2003. Cambridge, MA: Candlewick Press. A little girl describes all the things she loves to do with her hippie grandmother—from selling veggies at the farmer's market to picketing city hall.
- **On Mother's Lap**, by Ann Herbert Scott. Illus. by Glo Coalson. 1992. Clarion Books: New York. An Eskimo boy learns that there is room for everyone on his mother's lap, even his new baby sister.
- **Quinito, Day and Night**, by Ina Cumpiano. Illus. by Jose Ramirez. 2008. San Francisco: Children's Book Press. In this bilingual book (English and Spanish), Quinito and his family introduce readers to the world of opposites

After reading the book(s), ask the students the following questions and encourage discussion:

1. What message is given about families?
2. Do these books speak to you personally?
3. Why are books like these important to offer the children in your care?

## Outcome B

*The student will describe strategies for interacting collaboratively with all children and adults.*



### Discussion Questions

1. How do professionals get to know the children and families in their care / program?
2. How can you develop respectful, reciprocal relationships with families in your practice? Do you think an understanding of diversity plays a part? An understanding of yourself?
3. *For lead teachers:* How can you create a welcoming environment, encouraging staff to collaborate with children and their families?



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### Presentation

#### Self-reflection

Self-reflection and knowing who you are is a good starting point for working collaboratively with all families. How are you unique? How have you grown to be who you are? What do you value? What are your perspectives on children and their families?

The family members you work with will be different from you. Many points of view exist on any given topic related to children and what is best for them. While individuals often engage in trying to convince others to take their position, there is also value in hearing and understanding multiple perspectives, particularly when making decisions. It will be important for you to reflect on how you form your opinions and make decisions.

#### Development of identity

Children will watch every move you make. They learn about themselves through what they are deliberately taught and by observing. Cultural patterns and expectations are sometimes spoken aloud, but very often are demonstrated and “taught” to the child through modeled behavior they observe from the adults in their lives.

Even though children start to notice differences as early as three months of age, they start developing their attitudes about others and themselves by the age of two. By age three the child will be happy to repeat what they have heard from others about differences. Make certain all children see themselves reflected in your classroom activities. This means that your materials and activities will:

- Support each child’s sense of self and family,
- Engage children in the acceptance and appreciation of differences and similarities in people, and
- Help children better understand beliefs and customs different from their own.

This type of curriculum is referred to as multicultural or anti-biased. Keep in mind that not all materials produced for children and purchased for classrooms are appropriate. Be especially careful with materials that are more than ten years old. Eliminate posters, books and other curriculum materials that have stereotyped images on them. Look for materials that appropriately portray diversity to expand children’s understanding.

There are many types of learning materials that can help children feel comfortable with their identity, as well as increase their awareness of other people. Make sure that your program reflects diversity in books, magazines, dolls, puzzles, paintings, music, and block area props, etc. (refer to checklist activity).

#### The importance of deliberate inclusion

Do not underestimate the importance of deliberately creating a program that welcomes **all** children and their families. Children are deeply influenced by cultural socialization. Your attitudes and behaviors reflect your values, and children absorb these values.

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Your attitudes can have a powerful positive influence on children. It is important to commit to educating each unique child and to help all children learn to live together. As a professional you have a wonderful opportunity to be a positive role model in demonstrating respect for the dignity and worth of each family.



### Interactive Learning Activities

#### Option 1: Four corners activity

##### Materials and Resources Needed

- Paper for labeling and posting in the room
- Chart paper and pens

Label four corners of the room:

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree

Read the eight statements below that address a variety of topics. After each statement is read, have students walk to the corner of the room that best expresses how they feel about the statement. If there is a statement for which a student has no opinion or is unsure, he or she may remain seated. Students should move to the various areas of the room in silence. Encourage students to observe how they are in agreement with some of their classmates on some topics but not on others, and how sometimes they are in the majority and sometimes the minority.

NOTE: If students express that they are unsure about a topic, ask them what they need in order to make a decision. Students who have moved to one of the four corners can share their perspectives with the undecided students who may then decide to take a position. Students who are undecided should also share why they were unable to move to a corner of the room.

#### STATEMENTS

1. A multicultural education curriculum should be in place in every school.
2. Families should not be expected to be involved in classroom activities.
3. All learning programs should accommodate all children with special needs.
4. Some extended family members may confuse children, so they should not have a voice in raising or educating the child.
5. My curriculum should be based on each individual child's current interests.



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6. Diversity definitely includes race and culture, but doesn't include age, ability or family make-up.
7. Media in general delivers fair and accurate accounts of events around the country.
8. The United States should discontinue relations with countries that engage in human rights violations.

On a piece of chart paper write the term POINT OF VIEW. Have students brainstorm a list of things that influence their thinking or point of view. (Answers might include things like family, religious beliefs, media, education, peers or political affiliation.) Have them create as comprehensive a list as possible.

Encourage students to reflect on the ways people respond to one another when points of view differ. Do we ever change our views? What kinds of things influence us to change our perspective?

### Option 2: What does a non-welcoming, non-inclusive early learning program look like?

#### Materials Needed

- Sheets of paper
- Pens

Hand out sheets of paper. Address the whole class, or divide the class into small groups. Ask students to imagine themselves in the following situations (listed below). Then have them list the types of attitudes and practices in an early learning program that would be **non-welcoming**, and environments that would feel **non-inclusive**.

- Imagine you are a child and only Spanish (or another language other than English) is spoken in your home, and you spend all day at a care center.
- Imagine you dropped out of school as a freshman in order to care for your younger siblings; you are responsible for taking your siblings to daycare.
- Imagine your child is slow in developing motor skills and speech.
- Imagine you are new to this country and everything is different and overwhelming when you take your child to daycare.

### Option 3: What do the WACs say about collaboration and diversity?

#### Resources Needed

- *Child Care Center Licensing Guidebook or the Family Home Child Care Licensing Guide*

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Distribute copies of the Center and Family Home Child Care WACs to participants. Encourage participants to use of the *Center Guidebook* and the *FHCC Guide*. Have students work individually or in pairs, and ask them to answer the following questions:

1. Which WACs address diversity and collaboration with families?  
(Answer: WAC 170-295-2030 states that “to facilitate interactions between staff and children that are...respectful, supportive...you must (9) Honor all children’s race, religion, culture.... and family structure.” WAC-170-295-6010 addresses non-discrimination by stating that care centers are “places of public accommodation... and must not discriminate... on basis of race, creed, color, national origin, marital status, gender, sexual orientation, class, age, religion or disability.” WAC-170-295-2080 states that you must communicate with families on “(c)...the child’s progress and issues relating to the child’s care and individual practices concerning the child’s special needs.”)
2. What big messages do the WACs give regarding diversity and collaboration?  
(Answer: State law requires child care employees to honor all children’s race, religion, culture, gender, physical ability and family structure, and to provide families with information on their child’s progress in the center.)

### Option 4: Does your program have....?

**An option for students already working in early learning programs**

- **Handout 3 “Does your program have...?”**

This activity is most relevant to students currently working in an early learning program, or in a position of observing all aspects of a program.

Reiterate the following concepts:

Children start developing their attitudes about others and themselves by the age of two; that providers can have a positive influence on those attitudes. In your activities you should provide multicultural, non-stereotyping materials and activities that will:

- Support each child’s sense of self and family,
- Engage children in the acceptance and appreciation of differences and similarities in people, and
- Help children better understand beliefs and customs different from their own.

There are many types of learning materials that can help increase children’s awareness of other people and help them feel more comfortable with their own identity. Look for materials that appropriately portray diversity and eliminate stereotyped images and stories.

Then, have students fill out **Handout 3 “Does your program have...?”** to evaluate an early learning environment.

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### Outcome C

*The student will evaluate techniques for communicating with families about their child's development.*



#### Discussion Questions

1. What does it take to communicate effectively with families?
2. How do you professionally communicate information about a child's development?



#### Presentation

##### Partnerships

The partnership between families and early learning professionals is fundamental to children's current and future success and their readiness for school. In your work, you will have an opportunity to help develop the attitudes and skills that support genuine partnerships with families.

Family members bring a broad array of information, feelings, beliefs and expectations relevant to their child's experience to your program, including:

- The child's temperament, health history, and behavior at home
- Family expectations, fears and hopes about the child's success or failure
- Culturally-rooted beliefs about child-rearing
- Families' experiences of school and beliefs about their role in relation to professionals
- Families' sense of control and authority, and other personal and familial influences

You and other members of your program bring unique knowledge, beliefs and attitudes to this work, including:

- Developmental and educational information about the child based on observation and assessment
- Your own culturally-rooted beliefs about child-rearing
- Information about the child's performance in the program
- Information about the curriculum and learning goals for the child
- Knowledge about the child's next educational environment
- Your unique personality and temperament, family history and culture
- Your education, training, experience, and professional philosophy
- Your job description, program policies, and procedures

Respectfully sharing these different perspectives is an essential step toward creating healthy learning environments for children.

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### Communication techniques

Take a look at **Handout 4, “How do you talk to families?”** Here is a summary of tips for respectfully engaging family members in discussions about their child:

- Start with the families’ perspectives
- Be positive and specific with your information
- Be descriptive and share interpretations
- Support parental competence
- Open up to families’ emotions

Through education, training and ongoing practice you can learn to use strategies for sharing information that respects the diversity of the families, strengthens partnerships, and ultimately improves children’s outcomes. It will be helpful for you to receive feedback from your supervisor or a mentor as you hone your communication skills, watching for personal biases and opportunities for improving your communication techniques.

### Family engagement

Authentic family engagement requires an overall program philosophy that values partnerships with families at all levels of the program: administrative, teaching and support, program policy, and in the design and use of physical space. Parent involvement cannot be delegated to a small number of staff members. It is everyone’s responsibility, and needs to be reinforced within all aspects of the program.



### Interactive Learning Activities

#### Option 1: Considering a families’ perspective on child care

##### Materials Needed

- White board or large sheet of paper for presenting ideas
- Paper and pen

This activity will give students a chance to reflect on what they know about families and identify goals for themselves in recognizing and reinforcing families’ roles as children’s primary teachers.

Ask participants to take a moment to think about the following questions:

1. If you were the parent/family of a young child, what three things would you want most from your child’s care provider?
2. Identify three fears you might have when leaving your child in someone’s care.
3. How could you as the professional open up communication?

Debrief by asking participants to share some examples of what they wrote down and why. Write the ideas on a white- or blackboard to validate their ideas.

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### Option 2: Role-play conversations with families

#### Materials Needed

- Handout 4, “How do you talk with families?”
- Small sheets or strips of paper with one prompt (from the list below) printed on each piece

Before class, copy and cut out these prompts, or create your own prompts for creating role play scenarios:

1. This is the third time in the last two weeks that Mrs. Hopkins has picked up her child late. Today she did not arrive until 20 minutes after closing time.
2. Lily is 20 months old. This is the second time she has bitten another child today. Lily’s mom is very upset and may pull her out.
3. The family was very upset when they came to pick up their son and found him dressed as a princess. They say they’re worry about him being teased and/or not understanding appropriate “male” behavior.
4. Mom is angry because her child got magenta tempera on her shirt and it wouldn’t wash out. The shirt is ruined.
5. Dad is yelling at his son because the son does not want to stay at the childcare center. Dad is extremely frustrated because he is late for work.
6. Grandma starts to cry when she drops off her grandbaby because she feels she’s abandoning her since she has to go back to work.

Divide the participants into 6 groups. Give each group one of the scenarios. Ask the students to demonstrate positive communication techniques in role-playing a response to their scenario. After allowing a sufficient amount of time for the participants to work, ask each group to act out their role-play for everyone else.

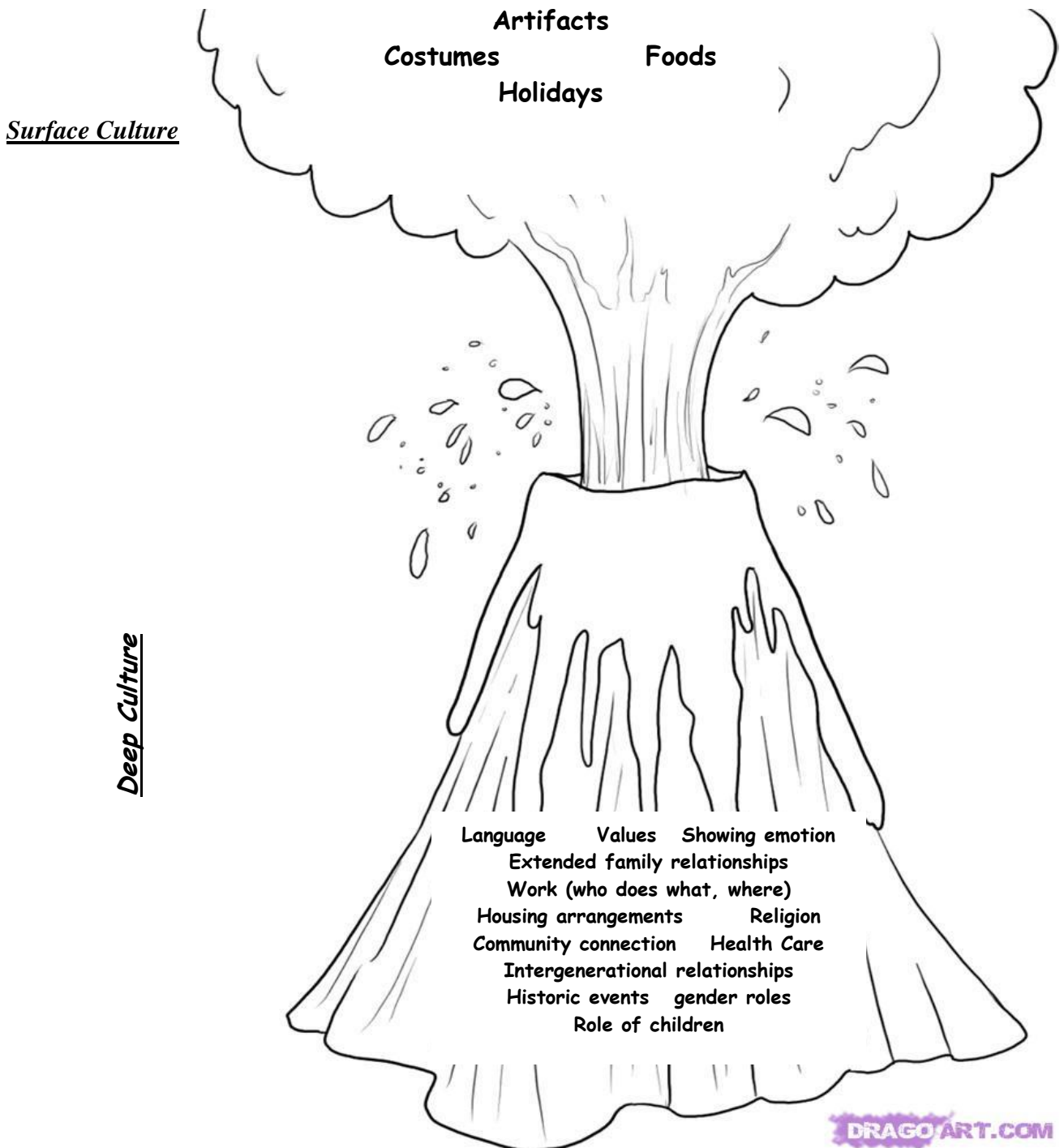
Ask and discuss: Were the responses professional? On what do you base your decision?

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### Handout 1

What is culture?

Culture is much more than the things we see, hear, or experience on the surface. It is deeper and more significant than those things that are easy to see, taste and define. (Modified from L. Derman Sparks' Anti-Bias Education, Chapter 5). This "culture volcano" is a visual representation of what is seen and un-seen:

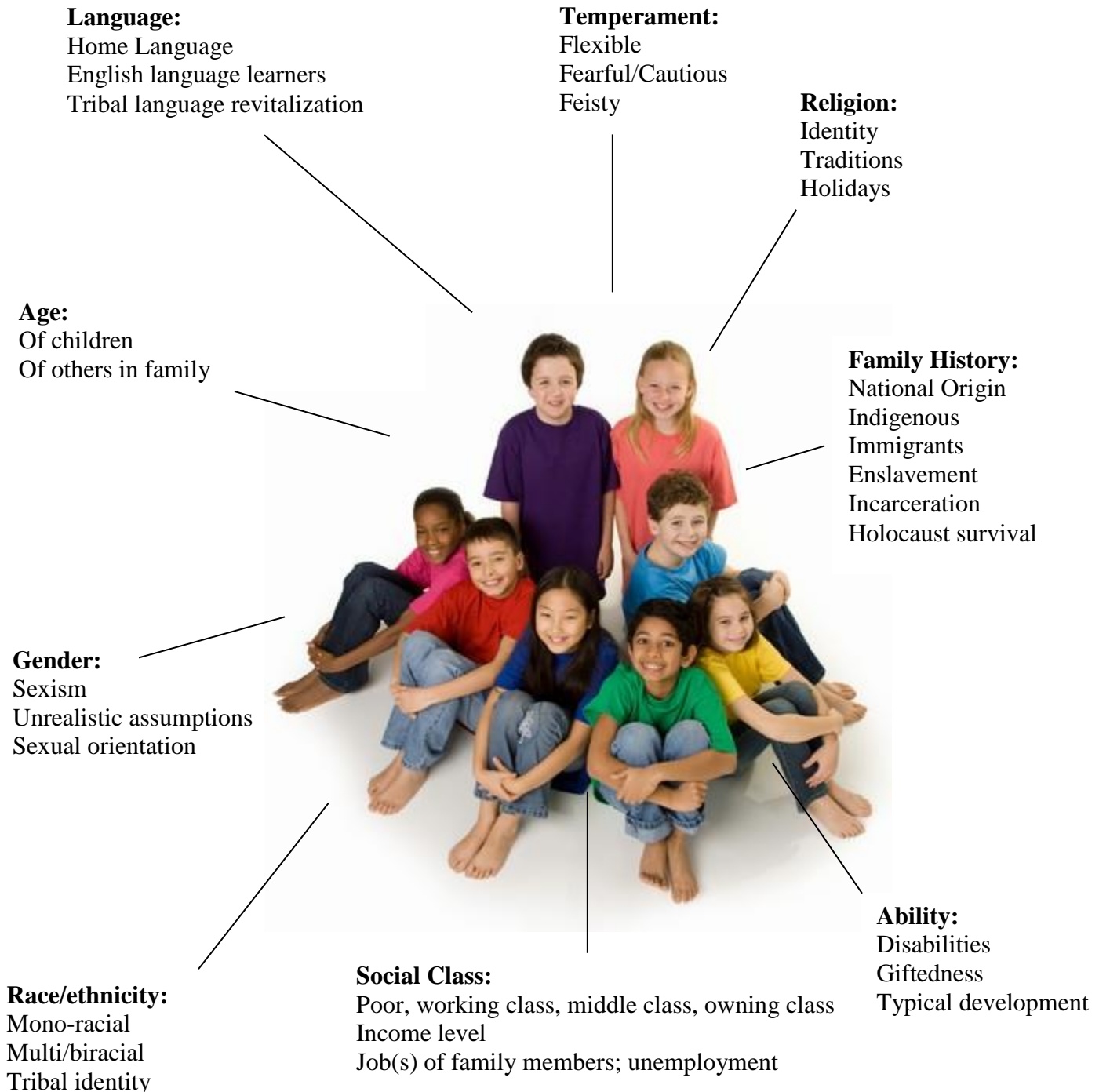


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## Handout 2

### Components of Human Diversity

Aspects of diversity must be respected. These different components influence and shape children's well-being, behavior, attitudes and growth.





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### Handout 3

#### Does Your Program Have...?

Children start developing their attitudes about others and themselves by the age of two. Providers can have a positive influence on those attitudes. Your program should include multicultural, non-stereotyping materials and activities that will:

- Support each child's sense of self and family
- Engage children in the acceptance and appreciation of differences and similarities in people, and
- Help children better understand beliefs and customs different from their own.

There are many types of learning materials that can help increase children's awareness of other people and help them be more comfortable with their own identity. Look for materials that appropriately portray diversity. Eliminate stereotyped images and stories.

	None	Some	A lot
Books, pictures and materials accurately depicting men, women, and children of different family structures, ages, abilities, skin colors, , and occupations living their daily lives and solving problems within the children's community/culture?			
Puzzles, pictures, and toys representing their culture and traditional male and female roles as well as depicting various abilities, and non-traditional male and female occupations?			
Music from their culture?			
Pictures representing their families within the context of current everyday life?			
Dramatic play materials encouraging a variety of gender play and role playing of persons in various communities or with differing abilities?			
Male and female dolls representing their own races and cultures as well as a diversity of abilities?			
Opportunities for children to experience their home language, their tribal language (in Native American programs), and English in spoken, song, or written form, including Braille and sign language?			
Traditional healthy foods for snack, meals, and special celebrations?			
Activities to promote self-respect and cultural identity?			
Activities to represent all cultures and languages of the children in your program, relying on the families as the experts in the cultures represented?			

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### Does Your Program Have...?

	None	Some	A lot
Books, pictures and materials accurately depicting men, women, and children of different family structures, races, cultures, ages, abilities, and occupations living their daily lives and solving problems?			
Puzzles, pictures, and toys representing various cultures, abilities, and non-traditional male and female occupations?			
Music from various cultures?			
Pictures representing a diversity of cultures and gender roles within the context of current everyday life?			
Dramatic play materials encouraging a variety of gender play and role playing of persons in various cultures or with differing abilities?			
Male and female dolls representing a diversity of race, cultures, and abilities?			
Opportunities for children to experience a variety of languages in spoken, song, or written form, including Braille and sign language?			
Foods of various cultures for snack, meals, and special celebrations?			
Activities to promote understanding and celebration of diversity?			
Activities to represent all cultures and languages of the children in your program, relying on the families as the experts in the cultures represented?			



Choose two things that you can add to your classroom to promote cultural *identity*:



Choose two things that you can add to your classroom to promote cultural *diversity*:

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## Handout 4

### How Do You Talk with Families?

- ☆ *Sam tries to boss other children and throws toys.*
- ☆ *Emily sits by herself and doesn't play with other children.*
- ☆ *Michael's family is upset that he doesn't paint a picture that looks "real."*
- ☆ *Cameron won't touch his food.*

How do you share information with families about their child in a way that is respectful and supportive?

**First think about the families' perspective.** Ask yourself if the information will be important to the child's family in the same way it is important to you. If you're not sure, you could say something like: *"I wanted to tell you about Sam's progress in learning to get along with the other kids, but first I wanted to know if this is something you've been wondering about."*

**Be positive and specific.** Families are usually more open to staff's concerns about a child's behavior when the child's strengths are acknowledged too. Point out the child's unique qualities: *"Emily is always the first one to comfort a child who's crying,"* instead of making a generic comment like *"Emily is so sweet."* Children's challenges can often be overcome by building on their strengths.

**Be descriptive without being judgmental.** Describe the child's behavior without interpretation or judgment. Instead of *"Cameron doesn't like our food and then complains that he's hungry,"* say *"Cameron sometimes eats crackers but doesn't eat fruit. He often asks for something else."* Then, ask the family for their interpretation. Respond by appreciating the families' perspectives. Brainstorm different options for things Cameron can eat.

**If staff observations are very different from families',** acknowledge the differences: *"You know, I think you and I are looking at Michael's painting a bit differently. We both would like to have him learn how to make pictures that look like something real. And I totally agree that we have to figure out how to keep him from getting paint all over his clothes! But I think he is also showing enthusiasm and hard work. Maybe you and I see his painting differently, but I think we both want to help him work toward the same goal."*

**Support parental competence:** Parental competence can be supported in a variety of ways. For example, a child's success can often be credited to families' efforts, so point out these successes to families as you see them.

**Open up to families' emotions:** When families' emotions are difficult for program staff to face and to understand, it may help to remember that both staff and parents almost always "want to do well by the child." Staff members can build strong partnerships with families by validating these emotions.

## Module 1: Valuing Each Child and Family

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### Handout 5

#### ☒ Check for Understanding (10 Points)

**Fill in the blank to demonstrate your understanding of Module 1.**

1. Cultural diversity is the \_\_\_\_\_ in America.
2. We need to begin embracing differences by exploring our own \_\_\_\_\_ in relation to equality and diversity.
3. Our attitudes and values \_\_\_\_\_ the children in our care.
4. Providers must connect with \_\_\_\_\_ to bridge the gap between home and school experiences, and build partnerships with families in order to create strong programs and pathways for success for all children.
5. \_\_\_\_\_ patterns and expectations are sometimes spoken aloud, but very often are demonstrated, and “taught” to the child through modeled behavior they observe from the adults in their lives.
6. Children start to notice differences as early as age \_\_\_\_\_; they start developing their attitudes about others and themselves by the age of two; and by age three the child will be happy to repeat what they have heard from others about difference.
7. The partnership between families and early learning professionals is fundamental to children’s current and future success and their \_\_\_\_\_ for school.
8. Not all materials produced for children are \_\_\_\_\_.
9. Before sharing data about a child, consider why this information is important to you. Ask \_\_\_\_\_ whether this information will be important to the child’s family in the same ways.
10. Staff members can build strong \_\_\_\_\_ with families by listening for these emotions and working with families to understand them.

#### **True or False:**

11. Culture is an integrated pattern of knowledge, beliefs and behavior that weave a group of people together.
12. It is important that young children develop a positive sense of their own identity.
13. Children as young as 3-6 years of age begin to notice the visually apparent aspects of racial difference.

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14. Providers can help children to develop respect and appreciation for people with ideas and experiences that are different from their own.
15. All materials produced for children and purchased for classrooms are appropriate.
16. Culture includes only the things we see, hear, experience.
17. Neither WAC nor Washington State Competencies for Early Learning Professionals provide guidance on issues of accepting differences in children and families.
18. There are many types of learning materials that can help increase children's awareness of other people and to be more comfortable with their own identity.
19. All observations or data shared at parent conferences will support the parent-child relationship.
20. Staff members can build strong partnerships with families by listening for these emotions and working with families to understand them.

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☒ Check for Understanding (Answer Key)

1. Norm
2. Attitudes
3. Influence
4. Families
5. Cultural
6. Three months
7. Readiness
8. Appropriate
9. Yourself
10. Partnerships
11. True
12. True
13. False
14. True
15. False
16. False
17. False
18. True
19. False
20. True